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ABSTRACT

The program of consumer education for Comprehensive Health Planning was developed to assist consumers to assume leadership roles in community decision-making with regard to health services. This paper presents a description of a project that was developed to train leaders for the program. The project consisted of special, advanced training sessions for individuals who were expected to become key figures in health activities in their communities. By reinforcing the skills and knowledge of this group, the underlying idea was to maximize their effectiveness as opinion leaders and gatekeepers of health information. The Train the Trainer sessions, designed for relatively small groups of participants and focusing on leaders from the basic groups, ranged in size from 14 to 28. Six workshops were conducted: two in Central Harlem, Manhattan, one in Williamsburg-Greenpoint, Brooklyn, one on the Lower East Side, Manhattan, and one for individuals from all communities. Approximately 100 people attended the intensive Train the Trainer workshops. With a few exceptions, participation and leadership have increased. For example, 30 of the people who attended the workshops are currently serving in leadership positions, on community boards or committees while twenty-six are active in community organization and 10 serve on formal Central Health Planning steering committees. Others have joined VISTA or decided to continue their education. The consumer education project was said to be responsible for these results. (Author/AM)

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COLUMBIA UNIVERSITY SCHOOL OF PUBLIC HEALTH

TRAINING THE TRAINER: LEADERSHIP REINFORCEMENT FOR CONSUMERS

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TRAINING THE TRAINERS: LEADERSHIP REINFORCEMENT FOR CONSUMERS

RATIONALE AND BACKGROUND FOR THE PROJECT:

Since 1971, the Program of Continuing Education at Columbia University School of Public Health has been involved in consumer education for Comprehensive Health Planning. A descriptive history of this project has been presented previously.* The objective of the work at Columbia was to assist consumers to assume leadership roles in community decision-making related to improving health services.

Participants in the workshops, seminars and other educational activities, were residents in communities throughout New York City, who were involved or interested in improving health care delivery through planning. Program staff worked extensively in several geographic areas, including central Harlem, the lower East Side of Manhattan, Bedford-Stuyvesant (including Crown Heights and Brownsville) and the Williamsburg-Greenpoint sections of Brooklyn.

From the outset of the project, it became clear that some individuals would develop or expand their interest and participate more actively and consistently than others in the health consumer courses. Provision was made to develop special, advanced training sessions for those individuals. The assumption was, that a group of leaders would emerge who were, or would become, key figures in health activities in their communities.

* Consumer Planned Education in CHP: A Historical Perspective; Pinkett-Heller, et.al. Presented APHA, Annual Meeting, 1973

By reinforcing the skills and knowledge of this group, the underlying idea was to maximize their effectiveness as opinion leaders and gatekeepers of health information.

Those who have worked in any extensive way with consumers in urban settings will recognize that participation in resolving community health problems takes many forms. Membership on formal planning boards and councils is one mode. Informal participation, through community organizations, ad hoc committees, church or school related activities, organizing around specific and immediate health issues and crises, and other types of involvement, are other modes, and just as important, if not critical, to formation of a community voice. Formal leadership implies constituency, and those who are informal participants in health related activities are constituents who can support or challenge formally derived solutions to community problems.

The Training the Trainers project, therefore, did not focus exclusively on those serving on local Comprehensive Health Planning boards or steering committees, but sought to include individuals who were key figures in the formation of a community health constituency.

As in each basic consumer education course, recruitment, development of curricula and logistics of advanced training workshops were primarily the responsibility of participants themselves. Program staff saw their function as coordinating, clarifying and identifying resources that could best meet the shared objectives of participants. Since all individuals who took part in advanced training were instrumental in designing the basic consumer education courses, collective development of the special workshops

further refined their planning skills. In several instances, potential attendees met with staff in day-long sessions, with the specific goal of developing the objectives and format for the Training the Trainer workshops. Thus, the guiding principle of the overall project - to have consumers plan and implement their own education- was carried through.

OVERVIEW OF THE WORKSHOPS:

In the basic consumer education courses, class enrollment was between 35 to 40 participants. The Train the Trainer sessions, designed for relatively small groups of participants and focusing on leaders from the basic groups, ranged in size from 14 to 28. The advantages of fewer participants are apparent. The smaller the group, the greater the inter-action and sharing and chances for meeting individual learning needs.

Six Train the Trainer workshops were conducted. All sessions, at the decision of the participants, were held on weekends. Three workshops were intensive, five-day sessions (32 hours) in the specific communities where the basic courses had been held; central Harlem and Williamsburg-Greenpoint. The lower East Side workshop was a 32 hour weekend retreat. Two workshops were Saturday sessions, where participants from all three communities met together to exchange information, experiences and ideas.

TRAIN THE TRAINERS WORKSHOPS: PLANNING AND CONTENT

In each of the three communities where training activities took place, the approach to

planning the Train the Trainers workshop, development of curricula and selection of participants was somewhat different.

WORKSHOP 1: CENTRAL HARLEM, MANHATTAN

PLANNING: Participants from all of the central Harlem courses (about 100 people) were polled by Continuing Education staff to determine if and how they wanted to proceed with the Train the Trainer workshop. The unanimous decision was to hold a weekend planning session, where several items would be decided: 1) objective of the training, 2) training methods to be utilized, 3) content of training, 4) faculty, 5) selection of participants to attend the training. The group selected four of their peers to serve as small group discussion leaders and requested that the planning workshop be coordinated by a guest faculty member with extensive experience in group dynamics.

Thirty people attended that Saturday and Sunday planning workshop and worked in small groups which determined the following:

Objective of the training: To develop and reinforce the leadership skills of those selected to attend the training. Those selected were expected to use their skills in developing their own small consumer education projects or assisting in Harlem Alliance projects in the community.

Methods to be used: Training was to be in communications skills, something the group felt was of paramount importance to a good leader. Sensitivity techniques were not to be used.

Content: Content of training activities would address principles of program planning and assessment. The processes of communication and group interaction would be studied through discussions and problem-solving related to program development and evaluation. The content material had to be interesting and informative and presented in a way that would enable people to "learn by doing". Since the planning group had limited knowledge and experience in this area, they were willing to be guided by the workshop coordinator as to specific course exercises, as long as their basic criteria were met.

Faculty: The group selected the workshop coordinator to serve as the primary training person, since he had a great deal of experience in group dynamics and communications skills workshops and had earned their trust and respect while serving as a course coordinator. He requested, and received permission, to select training assistants from among people he knew with similar experience and skills.

Selection of participants: Participants were selected to attend the advanced training workshops through nomination and election by their peers, people who had attended the basic classes with them. Criteria for selection - demonstrated leadership in class and a willingness to share information. Once selected, the trainees were to make the final decisions as to time, place and their specific training needs.

SCHEDULE: The twenty-three people selected to attend the advanced course voted to have five, day-long sessions, on two consecutive weekends and the following Monday, at the YWCA in central Harlem.

In the first session, the faculty presented the philosophy of the workshop. They stated that the learning experience would be the shared responsibility of the facilitators and the participants themselves. They stressed the point that this would be a group process, group dynamics workshop, not sensitivity training. Participants were then encouraged to discuss their expectations of the training, the facilitators and themselves. These were written on newsprint and taped on the walls around the room to serve as reference points throughout the five days. The groups also developed behavior guidelines(e.g. participants would be on time for all sessions) and training guidelines (e.g. group members would be supportive of one another).

The first weekend, the workshop processes began with analysis of individual motivation and behavior in groups, to sharpening of listening skills through listening triads, to group-on-group observation and discussion of group process, to giving and receiving feedback.

The second weekend, the group moved into their specific content area of interest, refining skills of planning and evaluation. Several exercises were used to bring out points of group interaction an behavior, as they related to program development and evaluation; e.g. AB/XY, Force Field Analysis, Group Role Inventory and Broken Squares. See attached.

On the final Monday, a day several participants took off from work, at their own expense, the group developed their own evaluation instrument and used it to evaluate their learning experience. They determined that the training had met, and in many cases exceeded, their expectations.

WORKSHOP II: WILLIAMSBURG-GREENPOINT, BROOKLYN

PLANNING: People volunteered to be on the workshop planning committee, from among participants in the basic courses. The planning process itself was quite similar to that of the Harlem group, Saturday and evening planning meetings centered on discussion of objectives for the Train the Trainer workshop, suggestions as to content of the course. There was, However, a difference in the method used in Williamsburg-Greenpoint to select the potential participants for the training. First, the planning committee all volunteered themselves as participants. Second, the Harlem group had only considered participants of past courses as eligible for advanced training, the Williamsburg-Greenpoint planning committee decided to invite people from the community who had been active in health affairs, but who, for one reason or another, had not attended the basic courses. Since the Training the Trainer sessions were expected to build on a base of common knowledge obtained in the previous courses, this invitation was a potential source of inter-group conflict within the training group. To avert this, the planning committee decided to separate the Train the Trainer workshop from the basic courses and involve a new group of people. Planning meetings determined the following:

Objective: To develop the communication and community organization skills of the participants;

Faculty: Having heard, through the "grapevine", of the Harlem training experience, the planning group directed the staff of Continuing Education to recruit the same faculty for their course, with one addition, an expert on community organization.

Committee members selected and arranged for the training site, a neighborhood community center, and the training dates, three Saturdays and two Sundays (two consecutive weekends and the following Saturday). This being done, the workshop sessions were conducted in much the same manner described previously. The final Saturday session was devoted to exercises stressing community organization techniques. See attached.

Feedback to Continuing Education staff, as to the usefulness of this course to the participants, came almost immediately. A large community meeting was held, to discuss the issue of the location of a new hospital, halfway through the training program. Course participants demonstrated their knowledge of health financing and budgeting and their ability to communicate their ideas at that meeting and several requests were made for the same type of training, by people who had not attended any of the courses. Additional consumer education courses were planned and conducted, with the "graduates" of the Training the Trainers course serving as resource people.

WORKSHOP III: LOWER EAST SIDE, MANHATTAN

PLANNING: People volunteered to be on the planning committee, after hearing about the possibility of a Train the Trainer workshop on the Lower East Side. The primary motivation for many of them, was to make sure that the advanced training addressed itself to developing change agent skills in the participants. (The planning committee had a particular institution in mind). After several Saturday morning planning meetings, the group decided that the most effective way to run a training

workshop would be in the form of a weekend retreat. Arrangements were made to use a semi-camp type retreat facility 100 miles away from New York City, and at 7:00 p.m. on a snowy Friday evening, the 14 hardy souls who ventured out into the terrible weather boarded the bus for Long Island. Many participants, who had registered, did not attend this course because they thought the weather had forced its cancellation.

PROCESS: The process and content of this Train the Trainer course was similar to the previous two discussed, with one major difference. Whereas, the Harlem and Williamsburg workshops were 32 hours, spread over five days, the Lower East Side group had their thirty-two hour training session over one weekend. This meant that the group started working when they arrived at the retreat facility at 11:00 p.m. and kept on going until 3:00 p.m. Sunday afternoon when they left. The training atmosphere was much more intense. The stormy weather kept everyone inside the facility for the entire weekend. Conflicts and tensions had to be resolved and discussed right then, there was no place for anyone to go.

The group that participated in the Lower East Side retreat felt that they gained additional skills in conflict management and resolution through their experience, and in the cross community workshop, chided the other groups for not going away for their training.

WORKSHOP IV: CENTRAL HARLEM

This workshop was developed out of a need articulated by participants in the basic

courses. Many felt that they could not function effectively in their communities without the ability to formulate programs and carry them through from "just an idea" to a functioning, funded program. To do this, training in proposal writing skills was requested.

PLANNING: Planning activities for this course were similar to those carried out in the Training the Trainer workshops discussed previously. The planning committee wanted to emphasize the program planning and development aspects of proposal writing, since they realized that many proposals do not receive funding. The knowledge and skills acquired in learning all about proposals could also be used by those participants serving on boards that had to review proposals. They would be more aware of the elements of a good proposal. The planning committee scheduled the workshop for two weekends, with one mid-week evening session for participants to review each other's work.

Objective: To develop and refine the proposal writing skills and techniques of the participants.

Faculty: Faculty, for this specialized workshop, was drawn from Columbia University Schools of Public Health and Social Work, and the Program of Continuing Education.

CONTENT: The Training the Trainer workshop in proposal writing was divided into two sections. The first three days examined the components of proposals: program design, letter of intent, narrative statement, budget and evaluation and also discussed the funding process, etc. The 28 participants were then broken-up

into four teams, with the assignment to write a proposal, using DHEW forms and guidelines. Participants met on the last two days of the workshop, to review and evaluate each other's proposals and to discuss what problems they had in developing their own.

Evaluation of the Training the Trainer workshop, by the participants, indicates that they felt they not only gained skills in proposal writing, but an insight into program planning, organization and implementation that they could transfer to other areas of endeavor.

WORKSHOPS V & VI: FOR INDIVIDUALS FROM ALL COMMUNITIES WHERE BASIC CONSUMER EDUCATION AND ADVANCED TRAINING WAS CONDUCTED:

Participants determined that to build on experiences in the basic consumer education courses and advanced training, the city-wide workshops should aim at sharing ideas related to two aspects of participation in health decision-making: 1) guidelines for "training" others - that is, constituency-building, and 2) guidelines for effective participation in formal processes of decision-making - that is, planning board or committee membership.

Participants set as their objective, identifying those factors which they themselves deemed essential to the two functions. During the workshops, program staff assisted each group by clarifying, raising questions, and facilitating the discussion process. The aim of discussions was to compile guidesheets individuals could utilize 1) in developing training sessions for others in their communities and 2) for determining

what members of formal boards and councils must know for effective participation. The outline below is a compilation of ideas emerging from the two workshops.

1. Guidelines for community leaders training others to organize and implement educational activities related to participation in health planning and decision-making:

a. PROCESSES AND PROCEDURES

1. Explore possibilities of combining training activities with other communities and for sharing resources.
2. Carefully select the time of year and days/nights of activities to reach as many people as possible.
3. Use committees or group meetings to determine important issues that interest residents and to plan activities.
4. Develop and utilize an outline of mechanics for program design e.g. how and when do you write letters; how do you arrange for facility.
5. Give community people who will coordinate each activity, special training in defining and carrying out their role.
6. Utilize community resources for teaching - go outside only for resources not available in the community.
7. Require a short outline from each teacher or speaker describing what he or she will discuss.
8. Give copies of special materials to participants before classes or other learning activities.

9. Ask teachers, participants, interested groups to share books, articles, other resources.

10. Overlap learning activities where possible so one will build on others.

11. Stick strictly to a time schedule for accepting participants, beginning classes, etc.

b. CONTENT

1. General areas of consumer education, which give individuals a background for community health decision-making.

   a. Overview of the health system and its component parts - public and private.

   b. Breakdown of federal, state and local responsibilities for health care delivery.

   c. Description of systems for financing health care.

   d. Basic principles of health planning.

   e. Strategies for evaluating health programs and services.

   f. Study of patient's and consumer's rights in receiving health services.

   g. Information on the standard tests and examinations used in the health care system.

2. Specific areas of training deemed necessary for building an informed community health constituency. (how-tos)

   a. Organizing skills - how to get people involved.

   b. Communication skills- listening, speaking, disseminating information.

   c. Principles of problem-solving, and decision-making.

   d. Priority setting.

II. Guidelines for members of boards or committees; what community representatives must know to effectively perform formal leadership functions:

a. Organizational structure of which the board is part.

b. History of the organization and history of the board.

c. Criteria for board selection.

d. Background of the other board members.

e. Responsibility and parameters of authority of the board.

f. What the by-laws enable the board to do.

g. Procedures for board meetings.

h. How to conduct review and comment of proposals.

i. On-going information about agency activities.

j. Procedures for monitoring and evaluating activities of the board and committees of the board.

Participants agreed that in order to assure optimum functioning, additional learning activities for the board should be planned, which aim at enabling members to understand the interplay of the board itself. Effectiveness in performing board functions is related to how members interact and to the dynamics at work in the larger community. On-going training on specific problems and areas of responsibility should include training in group processes.

CONCLUSION:

Approximately 100 people attended the intensive Train the Trainer workshops. Although

some were active before engaging in education, many had only recently become interested and involved in health issues. With a few exceptions, participation and leadership have increased. The consumer education project was, no doubt, responsible for this and, in the view of many participants, for illuminating ways in which they might influence health system decision-making.

The people who attended the advanced courses are putting their knowledge and skills to use in various ways. Thirty are currently serving in leadership positions, on community boards or committees. Twenty six are active in community organizations and groups interested in CHP organizaing activities. Ten serve on formal CHP steering committees. In addition, two have joined VISTA and are serving in their own communities as VISTA Volunteers. Three have decided to continue their education and are enrolled as full-time students in college programs. One participant has taken an active role in a newly formed rape task force. Two are employed in positions within the health care system and are attempting to utilize their knowledge and skills to help consumers with whom they have contact. Therefore, many are in positions where their leadership and training skills can be passed on directly to others and as a result of the workshops, have expressed confidence in their ability to teach others.

These community leaders will, in turn, begin to build a health constituency and will be better prepared to tackle the challenge of improving the health care delivery system.

THE HARLEM HEALTH ALLIANCE, INC.

and

CONTINUING EDUCATION, COLUMBIA UNIVERSITY

WEEKEND WORKSHOP
Consumer Education in Comprehensive Health Planning
June 9 - 10, 1973
YWCA - 365 West 125th St., N.Y.

June 9, 1973 (Saturday)

9:00a.m. - 12noon	Organization of course materials by participants
1:30p.m. - 5p.m.	Development of "Training the Trainers" course Selection of people to participate in the "Training the Trainers" course

June 10, 1973 (Sunday)

9:00a.m. - 1:00p.m.	Developing goals and setting priorities for the future Development of outlines of future courses

THE HARLEM HEALTH ALLIANCE, INC.
in cooperation with
CONTINUING EDUCATION, Columbia University
School of Public Health
CONSUMER EDUCATION in COMPREHENSIVE HEALTH PLANNING
TRAINING THE TRAINER

June 23, 24, 30, July 1, 2, 1973
YWCA - 365 West 125th Street

DAY 1 June 23, 1973

9:00 - 9:30	Registration Coffee
9:30 - 10:00	Orientation A) Overview of Training the Trainers Workshop B) Introduction of Staff
10:00 - 10:45	Development of Group Expectations A) What do Trainees expect to get from Training? B) Barriers C) Development of Group Guidelines
10:45 - 11:00	Coffee
11:00 - 12:30	Small Group Task (10) A) What does Training mean to me? B) What do I like about groups? C) What do I dislike about groups? D) What do I intend to do as a Trainer? E) Why am I here? F) What do I bring (resources)
12:30 - 1:30	Lunch
1:30 - 2:00	Lecturette The Trainers Role A) Traditional Vs. Experimental learning (Teacher VS. Trainer) B) Concepts & Techniques

	2:00 - 3:00	Listening Triads (paraphrasing) A) Communication Model B) Encoding - Decoding C) Sender - Receiver D) Values, Verbal Styles Arc of Distortion
DAY II	June 24, 1973	
	9:00 - 9:30	Unfinished Business Coffee
	9:30 - 10:00	Guidelines for Observation
	10:00 - 10:30	Tasks I & II
	10:30 - 11:00	Feedback to Individuals involved in Task
	11:00 - 11:15	Coffee
	11:15 - 11:45	Tasks I & II (reverse)
	11:45 - 12:15	Feedback to Individual involved in Task
	12:15 - 1:00	Wrap-Up Perceptions of Weekend Verbal Evaluation
DAY III	June 30, 1973	
	9:00 a.m. - 9:30 a.m.	Coffee Unfinished Business
	9:30 a.m. - 10:00 a.m.	Planning and Evaluation (Lecturette)
	10:00a.m. - 12:30p.m.	Group Tasks
	12:30p.m. - 1:30 p.m.	Lunch
	1:30p.m. - 3:00p.m.	Group Exercise AB/XY (Win as much as you can)

	3:00p.m. - 3:45p.m.	Force Field Analysis (Lecturette) Working Break
	3:45p.m. - 5:00p.m.	Group Role Inventory Analysis of Personal Behavior in Groups
DAY IV	July 1, 1973	
	9:00a.m. - 9:30a.m.	Coffee Announcements
	9:30a.m. - 10:30a.m.	Recap and Evaluation of previous day
	10:30a.m. - 12 noon	Broken Squares
	12 noon - 1:00p.m.	Wrap-up
DAY V	July 2, 1973	
	9:00 a.m. - 9:30 a.m.	Coffee -- Announcements
	9:30 a.m. - 10:00 a.m.	Types of Evaluation
	10:00a.m. - 12 noon	Group Task Develop an evaluation Instrument to evaluate the "Train the Trainers" Workshop
	12 noon - 1:00 p.m.	Lunch
	1:00 p.m. - 3:30 p.m.	Continue Group Task
	3:30 p.m. - 4:30 p.m.	Report - Out of Group Tasks
	4:30 p.m. - 5:00 p.m.	Wrap-up

WILLIAMSBURG-GREENPOINT
COMPREHENSIVE HEALTH PLANNING BOARD
and
CONTINUING EDUCATION, COLUMBIA UNIVERSITY

TRAINING the TRAINERS

September 15, 16, 22, 23, 29
Bushwick-Hylan Community Center
50 Humboldt Street
Brooklyn, New York

Planning Committee:

Anna Franqui
Alberta Nichols
Itheline Dash
Stella Ann Harmatiuk
Lorraine Johnson
Barbara Johnson
Anthony Scott

Saturday, September 15, 1973

9:00 - 9:30 a.m. Registration
9:30 - 10:00 a.m. Orientation
- a. Rationale of workshop
- b. Introduction of staff

10:00 - 10:45 a.m. Development of group expectations
- a. What trainees/trainers expect to get from training
- b. Exploration of learning hinderances
- c. Development of guidelines

10:45 - 11:00 a.m. Break
11:00 - 11:30 a.m. Lecturette
Teaching vs Training
11:30 - 12:30 p.m. Group Tasks - training questions
12:30 - 1:00 p.m. Report out
1:00 - 2:00 p.m. Lunch
2:00 - 2:30 p.m. Communications
- a. Definition of communication (brainstorm)
- b. Types of communication (lecturette-verbal-non-verbal)
- c. Communication model - arc of distortion

Communication Skills
2:30 - 3:30 p.m. Perception check
3:30 - 4:00 p.m. Total group discussion
4:00 - 4:45 p.m. Feedback - giving/receiving
4:45 - 5:00 p.m. Wrap-up

Sunday, September 16, 1973

9:00 - 9:30 a.m.	Remarks, Comments, Announcements
9:30 - 10:00 a.m.	Communication skills (continued)
	Listening skills (listening triads)
10:00 - 10:30 a.m.	Total group discussion
10:30 - 11:00 a.m.	What to observe in group (guidelines)
11:00 - 11:15 a.m.	Break
11:15 - 12 noon	Task Group I
12:00 - 12:45 p.m.	Task Group II
12:45 - 1:00 p.m.	Wrap-up

Saturday, September 22, 1973

9:00 - 9:30 a.m.	Announcements
9:30 - 10:00 a.m.	Review of previous sessions
10:00 - 11:30 a.m.	Johari Window (self-disclosure)
11:30 - 11:45 a.m.	Working break
11:45 - 12:30 p.m.	Prestige ranking
12:30 - 1:30 p.m.	Lunch
1:30 - 2:45 p.m.	ABXY
	Observers report back
2:45 - 3:00 p.m.	Break
3:00 - 4:15 p.m.	Broken Squares
4:15 - 4:45 p.m.	Lecturette on win/lose philosophy and conflict resolution
4:45 - 5:00 p.m.	Wrap-up

Sunday, September 23, 1973

9:00 - 9:30 a.m.	Announcements
9:30 - 11:15 a.m.	Introduction to the Force Field Analysis Technique with action plans - 3 groups (report out)
11:15 - 11:30 a.m.	Working break
11:30 - 12:15 p.m.	Brainstorming Technique (The Belt)
	Small group report out
	Observers
12:15 - 12:45 p.m.	Decision Making (The Raft)
	Small group report out
	Observers
12:45 - 1:00 p.m.	Wrap-up

Saturday, September 29, 1973

Program for this day will be distributed at a later date.

THE COMMITTEE FOR BETTER HEALTH SERVICES FOR THE
LOWER EAST SIDE
and
THE PROGRAM OF CONTINUING EDUCATION,
COLUMBIA UNIVERSITY SCHOOL OF PUBLIC HEALTH

CONSUMER EDUCATION IN COMPREHENSIVE HEALTH PLANNING

TRAINING THE TRAINERS
Weekend Retreat
March 29,30,31, 1974

FRIDAY, MARCH 29, 1974

OVERVIEW OF AGENDA
GROUP GUIDELINES AND EXPECTATIONS

SATURDAY, MARCH 30, 1974

COMMUNICATION SKILLS
- A. Arc of Distortion
- B. Listening Triads
- C. Brain Storming
- D. Decision Making
- E. Problem Solving

SUNDAY, MARCH 31, 1974

ACTION PLANNING SKILLS
- A. Planning Workshop
- B. Analysis of Personal Behavior in Groups
- C. Guidelines for Planners

HARLEM HEALTH ALLIANCE
and
CONTINUING EDUCATION, COLUMBIA UNIVERSITY

CONSUMER EDUCATION IN COMPREHENSIVE HEALTH PLANNING
June 1, 2, 7, 8, 15, 1974
PROPOSAL WRITING

PLANNING COMMITTEE

Minerva Coleman
Harlem Teams for Self Help

Bertha Vega
Harlem Teams for Self Help

June 1, 1974

9:00 - 10:00	Welcome and Introduction Objectives of the course Mr. Isaac Purdue Project Assistant
10:00 - 12:00	What are Proposals? Mr. Clarence Teng Associate Professor Columbia University School of Public Health
12:00 - 1:00	LUNCH
1:00 - 2:00	Problem Research
2:00 - 3:00	Program Design Ms. Rosalyn Chernesky Assistant Professor Columbia University School of Social Work
3:00 - 4:00	Narrative Statement Ms. Rosalyn Chernesky

June 2, 1974

9:00 - 10:30	Budget and Budget Justification
10:30 - 12:00	Program Evaluation Mr. Tony Scott Consultant, Curber Associates
12:00 - 12:30	Assignment for Proposal Writing in Small Groups Mr. Isaac Purdue

June 8, 1974	
9:00-12:00	Proposal Writing in Small Groups Ms. Noreen Clark Director, Continuing Education Columbia University Ms. Marcia Pinkett Heller Instructor, Health Administration Columbia University Isaac Purdue
12:00-1:00	LUNCH
1:00-5:00	Proposal Writing
June 9, 1974	
9:00-1:00	Completion of Written Proposals Ms. Noreen Clark Ms. Marcia Pinkett Heller Mr. Isaac Purdue
June 12, 1974	
7:00 p.m.-10:00 p.m.	Review and Comment
June 15, 1974	
9:00-12:00	Analysis of Written Proposals
12:00-1:00	LUNCH
1:00-2:00	Politics of Proposal Writing Ms. Marcia Pinkett Heller
2:00-3:00	Letter of Inquiry and Letter of Intent
3:00-5:00	Evaluation and Wrap-up

23-A

CONSUMER EDUCATION/TRAINING THE TRAINERS

Carnegie Center for International Peace
345 East 46th Street
New York, N.Y.

PROGRAM

Saturday, September 14, 1974

8:45 a.m. - 9:15 a.m.	- REGISTRATION - COFFEE
9:15 a.m. - 9:30 a.m.	Introduction - Staff Rationale:
9:30 a.m. - 10:30 a.m.	Fish Bowl Exercise Questions: 1. Looking back, was it worhwhile? 2. What changes would they suggest in educational program? Why? 3. Problems encountered in applying Knowledge or Skills.
10:30 a.m. - 10:45 a.m.	COFFEE BREAK
10:45 a.m. - 11:45 a.m.	Reverse Groups (Fish Bowl)
11:45 a.m. - 12:00 noon	General Report-out
12:00 noon - 1:00 p.m.	LUNCH
1:00 p.m. - 2:30 p.m.	Panel Discussion - "How I Used What I Learned"
2:30 p.m. - 2:45 p.m.	COFFEE
2:45 p.m. - 4:15 p.m.	Small Group Discussion - Translating Training Program into Action; Utilizing Community Resources.
4:15 p.m. - 5:00 p.m.	General Report-out
5:00 p.m.	Adjournment

CONSUMER EDUCATION/TRAINING THE TRAINERS

Carnegie Center for International Peace
345 East 46th Street
New York, N.Y.

PROGRAM

Saturday, September 21, 1974

8:45 a.m. - 9:15 a.m.	- REGISTRATION - COFFEE
9:15 a.m. - 9:30 a.m.	Introduction - Staff Rationale:
9:30 a.m. - 10:30 a.m.	Fish Bowl Exercise Questions: 1. Looking back, was it worthwhile? 2. What changes would they suggest in educational program? Why? 3. Problems encountered in applying Knowledge or Skills.
10:30 a.m. - 10:45 a.m.	COFFEE BREAK
10:45 a.m. - 11:45 a.m.	Reverse Groups (Fish Bowl)
11:45 a.m. - 12:00 Noon	General Report-out
12:00 Noon - 1:00 p.m.	LUNCH
1:00 p.m. - 2:30 p.m.	Panel Discussion - "How I Used What I Learned"
2:30 p.m. - 2:45 p.m.	COFFEE BREAK
2:45 p.m. - 4:15 p.m.	Small Group Discussion - Translating Training Program into Action; Utilizing Community Resources.
4:15 p.m. - 5:00 p.m.	General Report-out
5:00 p.m.	Adjournment